

## Appendix 3

### Appendix Contents

Appendix 3A.	Suggested Accommodations and Instructional Interventions .....	A3-3
Appendix 3B.	Suggestions for Delivering Sensitive Information to Parents .....	A3-17
Appendix 3C.	Sample Child Find Announcement .....	A3-19
Appendix 3D.	Three-Tiered Problem Solving Models .....	A3-20

**Note:** Appendices in the *Idaho Special Education Manual* contain a variety of technical assistance information, including sample letters and forms, suggestions for dealing with special education issues, and copies of various laws. The appendices should be viewed as additional resources to Chapters 1-14 in the *Idaho Special Education Manual*. The district is *not required* to adopt as policy or procedure any of the appendices in this manual to receive IDEA 2004 funding.



## **Appendix 3A**

# **SUGGESTED ACCOMMODATIONS AND INSTRUCTIONAL INTERVENTIONS**

This guide provides educators and families with suggested interventions and accommodations. These can be used for students who need assistance in handwriting, visual and auditory integration, spelling, reading, math, written expression, and daily organization. Many students have difficulties in one or more of these skill areas, and frequently difficulties in these skill areas impact one another. To provide the most effective and appropriate interventions and accommodations, it is important to consider the preferences of the individual who is in need of assistance. It is essential that the least restrictive intervention be considered before more intrusive alternatives are explored.

### **Section 1. Skill Areas**

This section lists the skill areas in which students may have difficulty.

#### **A. Handwriting**

Difficulty in acquiring adequate handwriting skills could be characterized by the following:

1. inability to execute efficiently the motor movements required to write or to copy written letters or forms;
2. inability to transfer the input of visual information to the output of fine motor movement;
3. limitations in other visual-motor functions and activities requiring motor and spatial judgments;
4. difficulty writing numbers, aligning them properly, and understanding concepts related to space, distance, and time; or
5. difficulty holding standard writing utensils and/or stabilizing writing surfaces.

#### **B. Visual Integration**

Visual integration involves receiving information through the sense of sight and processing or integrating the received information. Students who have visual integration difficulties may have problems in the following areas:

1. visual figure-ground – seeing a specific image within a competing background;
2. visual sequencing – seeing things in the correct order;
3. visual discrimination – seeing the difference between two similar objects; or
4. depth perception – perceiving how near or far away an object is.

### **C. Auditory Integration**

Auditory integration involves being able to distinguish sounds and phonemes as well as process words and sentences that are presented orally. Students who have difficulty with auditory integration may exhibit some of the following characteristics:

1. difficulty following verbal directions;
2. easily distracted by background noises;
3. speech reflects sound substitutions or missed words and sounds ;
4. slow to respond or appears confused in loud or noisy environments;
5. difficulty demonstrating phonemic awareness;
6. difficulty processing and remembering language-related tasks; or
7. difficulty discriminating between similar sounding words.

### **D. Spelling, Grammar, and Punctuation**

Spelling simultaneously requires auditory and visual discrimination, memory sequencing, analysis and synthesis, and integration. Punctuation is a system of symbols that are inserted into written material to clarify its meaning. Using correct grammar requires that a person simultaneously integrate the meaning of words, parts of speech, types of phrases or clauses, and grammatical rules. Students who have difficulty in these areas may:

1. spell words with missing letters;
2. lack subject-verb agreement in writing and/or orally; or
3. display writing that does not reflect oral language skills.

**E. Reading**

Difficulty in acquiring reading skills could be characterized by the following:

1. difficulty learning sound/symbol relationships (phonemes & phonics skills);
2. difficulty writing and spelling;
3. spatial directional confusion;
4. difficulty differentiating letters that look similar;
5. reversals of letters and numbers;
6. inaccurate visual and/or auditory feedback;
7. lack of fluent oral reading;
8. misreading known words;
9. ability to recognize words in isolation but not in context; or
10. difficulty understanding what is read (comprehension); or
11. difficulty learning new vocabulary words.

**F. Math**

Math is a logical structure starting with the construction of simple relationships and then progressing to more complex tasks. Success with beginning math requires the ability to form and remember associations, understand basic relationships, and make generalizations. Success with more advanced math requires mastery in the skills of computation and problem solving. Students who have difficulty with math may have problems in the following areas:

1. memorizing basic facts;
2. organizing problems on paper;
3. solving problems;
4. identifying and selecting appropriate strategies;
5. organizing information to be learned;
6. monitoring problem-solving processes;

7. evaluating problems for accuracy; or
8. generalizing strategies to appropriate situations.

### **G. Written Expression**

Written expression is a process that requires planning, organization, drafting, editing, and revising skills. Students who have difficulty with written expression may have problems in the following areas:

1. generating ideas;
2. retrieving words;
3. organizing thoughts into a coherent story;
4. getting started with writing a story;
5. revising a story; or
6. using vocabulary.

### **H. Daily Organization**

Maintaining daily organization can be a crucial key in the academic success of many people. Students who have difficulty in this area may need assistance with the following:

1. remembering schedules and appointments;
2. remembering assignments;
3. organizing assignments;
4. meeting deadlines and being punctual;
5. organizing work space;
6. study and work skills; or
7. time management.

**I. Social & Behavioral Skills**

Participating in a classroom requires that students have such social and behavioral skills as working in groups and independently, following teacher directions, being respectful of others. Students who have difficulty in this area may exhibit the following:

1. violating personal space;
2. talking out of turn or “over” others;
3. unable to sit for reasonable periods of time;
4. refusing to follow teacher directions;
5. reacting physically or aggressively to teacher requests;
6. responding to frustrations or misunderstandings by hitting, name-calling or threatening

## Section 2. Suggestions for Specific Accommodations

Accommodations for Handwriting		
Method	Material	Technology
different line spacing/line colors tape paper to the desk chalkboard practice tracing exercises talk through letter formation walk through letter formation write letters in the air, sand, rice dot-to-dot adapt tests to fill in the blanks multiple choice or true/false provide additional time shorten assignments photocopy notes different writing implements paper position student position avoid using short pencils peer dictation cross-age tutoring allow for verbal answers test orally typing/keyboarding instruction positioning student	different kinds of paper different colors of paper pencil holders/grips large/primary pencils jumbo crayons markers grease pencils acetate sheets transparency markers paper stabilizers arm stabilizer/arm guide dycem for positioning tactile letters stencils/templates clipboards tracing paper electric eraser correction tape/pen/fluid rubber name stamp other rubber stamps bingo blotter to make selections labels/stickers with names automatic number stamp highlighters easel slant board/wedge personal chalkboard weighted wrist bands	portable/stationary keyboard use of computer positioning device wrist rests movable/stationary custom key guard tape recorder for verbal answers



<b>Accommodations for Visual Integration</b>		
<b>Method</b>	<b>Material</b>	<b>Technology</b>
enlarge worksheets enlarge reading material worksheets free of blotches/streaks change font on worksheets/tests double space worksheets/tests wide margins on worksheets different colors of paper change lighting different line spacing/color darker lines on paper raised lines on paper limit amount of info on a page finger-for-spacing strategy peer support multimodality instruction positioning student	magnifying glass magnifying bars page magnifiers slant boards easel paper holders workstation copy holder stencils rulers colored acetate sheets colored stickers for visual cues Post-it tape flags highlighter word window line marker antiglare shield on pages colored paper	mini book-light other additional lighting Computer use positioning device key labels portable/stationary preferences scan or transmit to computer enlarge text change font change screen background text highlighter or reader software

<b>Accommodations for Auditory Integration</b>		
<b>Method</b>	<b>Material</b>	<b>Technology</b>
limit amount of information delivered orally peer support pair oral instruction with visual & tactile cues positioning student away from noise sources provide note-taker for lectures or copies of notes frequent checks for understanding	auditory “trainer” or classroom sound-field headphones copies of notes for lectures visual organizers	auditory “trainer” or classroom sound-field headphones computer software that visually tracks information read aloud

<b>Accommodations for Spelling, Grammar, and Punctuation</b>		
<b>Method</b>	<b>Material</b>	<b>Technology</b>
allow more time for completion reduce number of words paired word associations self-verbalization imagery mnemonic devices multimodality instruction peer modeling cross-age tutoring “word wall” of common words spelling-word booklet problem-word lists word banks	flash cards magnetic board and letters flannel board and letters rubber word stamps rubber letter stamps highlighters personal chalkboard pocket dictionary 3-ring notebook dictionary	tape recorder electronic pocket spell checker electronic dictionary Language Master Speaking Language Master Spelling Ace/Spell Master computer software with spell check & grammar check

<b>Accommodations for Reading</b>		
<b>Method</b>	<b>Material</b>	<b>Technology</b>
extra time for completion enlarged text shorten assignments simplify text highlight key concepts provide chapter outlines story frame before, during, after echo reading positive approach story mapping vary approach multimodality instruction information organizer structured study guides what-you-need-to-know chart study carrel peer modeling cross-age tutoring	magnifying bars page magnifiers colored acetate word window flash cards letter cards word cards sentence cards tactile letters and words magnetic board and letters felt board and letters/words colored paper clips to mark pages notebook tabs Post-it tape flags highlighter	Digital Book System tape recorder “Books on Tape” Program record books/reading material headphones Language Master Speaking Language Master Word Master electronic dictionary computer use: software that highlights or reads text

Accommodations for Math		
Method	Material	Technology
reduce the number of problems eliminate the need to copy problems enlarge worksheets avoid mixing signs on a page provide more time for completion graph paper raised number lines large number lines large number lines on floor for kinesthetic learners mnemonic devices multimodality instruction computational aids color-coding strategies green marker to start/red to stop peer modeling cross-age tutoring provide formula sheets	abacus counters, spools, buttons, etc. containers for counters manipulatives flash cards set cards flannel board and numbers tactile numbers/signs automatic number stamp highlighter personal chalkboard number facts charts multiplication tables	hand-held calculator calculator with printout talking calculator Language Master+Math tape recorder money calculator alternative keyboard programmed for math tasks

Accommodations for Written Expression		
Method	Material	Technology
extra time for completion shorten assignments content outlines writing/story starters positive approaches study carrel formulate sentences aloud peer modeling cross-age tutoring re-teach proof-reading use of visual organizers	note cards word cards sentence cards clipboards pocket dictionary pocket thesaurus highlighter chart of grammar rules visual organizers	tape record thoughts before writing tape record story to proofread headphones electronic dictionary electronic thesaurus Word Master Speaking Dictionary Companion electric eraser word-predictor software speech-to-text software organizational software such as <i>Inspiration</i>

Accommodations for Daily Organization		
Method	Material	Technology
bulletin board schedule pocket schedule schedule in notebook appointment book assignment sheets reminder cards study carrel for individual work color-coding strategies peer support cross-age support homework journal structured study guides post signs and label areas in room tape a schedule on the desk use of visual organizers	pocket organizer or planner personal organizer clipboards stapler sticky notes for reminders notebook tabs Post-it tape flags colored paper clips highlighter storage cubicles visual organizers	electronic memo/schedule masters electronic pocket organizer/ planner tape record schedule/ assignments digital diary electric stapler organizational software such as <i>Inspiration</i> Student information management systems with homework site for parents & students

Accommodations for Social & Behavior Skills		
Method	Material	Technology
offer choices model social interactions peer modeling reinforce positive behaviors rearrange student seating teach replacement skills allow calm-down breaks provide calm down or quiet area approach student privately redirect to appropriate behavior review rules	behavioral contract or plan personal copy of class rules visual reminders of appropriate behavior tokens counters for tracking small items for reinforcers timers	computer use for school-home communication watches with reminder buttons computer software to develop schedules, social stories

*Information in the foregoing tables was adapted from material developed by Judy Marquette in conjunction with the Central Instructional Support Center (CISC), Pennsylvania Department of Education, Pennsylvania Department of Public Welfare*

*With additional information from the Intervention Central web site developed by Jim Wright at [www.interventioncentral.org](http://www.interventioncentral.org) November 1, 2006.*

Learning Disabilities Association of America web-site. Auditory processing  
[www.ldanatl.org](http://www.ldanatl.org) November 1, 2006.

Assistive Technology for Math  
[www.Aimstar.knowability.org](http://www.Aimstar.knowability.org) November 1, 2006.

### Section 3. Resources for Instructional Strategies and Interventions

The key difference between an instructional strategy and an accommodation is this: Instructional strategies involve direct teaching. An accommodation makes it easier for the student to access instruction but does not *necessarily* include direct instruction. The following list provides resources that can be accessed for information on instructional strategies and interventions. Interventions should be documented and monitored to determine progress and future decisions.

#### **Literature Resources:**

Burns, M. (2000). *About teaching mathematics: A K-8 Resource*. Sausalito, CA: Math Solutions Publications.

Carnine, D.; Coyne, M.; Dixon, R., Kame'enui, E.; Simmons, D. (2002). *Effective Teaching Strategies that Accommodate Diverse Learners*. Upper Saddle River, NJ: Merrill Prentice Hall.

Garnett, K. (1994). *Thinking about inclusion and learning disabilities: A teacher's guide*. Arlington, VA: The Council for Exceptional Children.

Heacox, D. (2002). *Differentiating instruction in the regular classroom: How to reach and teach all learners, grades 3-12*. Minneapolis, MN: Free Spirit Publishing, Inc.

Marzano, Robert, Pickering, Debra & Marzano, Jana S. (2003). *Classroom Management That Works: Research Based Strategies for Every Teacher*.

Marzano, Robert, Pickering, Debra, Pollack, Jane E. (2001). *Classroom Instructions that Work: Research Based Strategies for Increasing Student Achievement*.

Nunley, K. (2006). *Differentiating the high school classroom*. Thousand Oaks: Corwin Press.

Thompson, L. & Luce, T. (2005). *Do what works: How proven practices can improve America's public schools*. Dallas, TX: Ascent Education Press.

Tomlinson, C.; McTighe, J. (2006). *Integrating differentiated instruction & understanding by design*. Alexandria, VA: ASCD.

Tomlinson, C.; Strickland, C. (2005). *Differentiation in Practice: A resource guide for differentiating curriculum*. Alexandria, VA: ASCD.

Wagner, S. (1999). *Inclusive programming for elementary students with autism*. Arlington, TX: Future Horizons.

Wagner, S. (1999). *Inclusive programming for middle school students with autism/asperger's syndrome*. Arlington, TX: Future Horizons.

Winebrenner, S. (1996) . *Teaching kids with learning difficulties in the regular classroom*. Minneapolis: Free Spirit Publishing, Inc.

**Websites:**

*As of February 2007*

What Works Clearinghouse

[www.whatworks.ed.gov](http://www.whatworks.ed.gov)

Intervention Central on Line at

[www.interventioncentral.com](http://www.interventioncentral.com)

E-Learning Design Lab

<http://elearndesign.org>

U.S. Department of Education web-site

[www.ed.gov/teachers/how/tools/initiative/index.html](http://www.ed.gov/teachers/how/tools/initiative/index.html)

The Access Center: Improving Outcomes for All Students K-8

<http://www.k8accesscenter.org/index.php>



**Appendix 3B**  
**SUGGESTIONS FOR DELIVERING SENSITIVE INFORMATION**  
**TO PARENTS**

Parent conferences and IEP meetings can be stressful. The following suggestions will aid in keeping the tone of meetings friendly and in creating a safe environment. This focus will help maximize the productivity of time spent together.

1. Provide a quiet, comfortable setting. Privacy affords the opportunity for a parent to react according to his or her needs.
2. Tell both parents together, if possible. When one parent has to tell the other misunderstanding and confusion can result.
3. Be aware of the parent's level of readiness to receive information.
4. Be sensitive to problems of conflicting information. Probe for feedback regarding any misunderstandings.
5. Good communication skills are essential. Choose clear, direct, accurate statements.
6. Keep in mind that, while a parent is hearing sensitive information, he or she may recall more about the professional's attitude than the factual information being shared. Be aware of the nonverbal cues you send.
7. Try to have a sense of what the information may mean to the parent.
8. Keep the information simple and basic without patronizing the parent. Avoid the use of jargon whenever possible.
9. Allow sufficient time for the information to be shared and for questions and discussion. Do not rush the conference.
10. Never be afraid to say "I don't know" when difficult questions arise, but also indicate that you will try to find the answer or more information.
11. Realize that the parent will need time to consider the information. Be prepared to set up another conference. Follow-up is critical, as the parent may not process all the information given to him or her.
12. Do not argue with denial. Denial may be part of the process that leads to acceptance. Respect the parent's reactions even though you may not agree with them.

13. Try to be honest and straightforward without being brutal. Be wary of making predictions. Emphasize the student's strengths.
14. Be aware of one's own need for power and control in the conference or situation.
15. Present a balanced perspective. Discuss positive outcomes as well as limitations.

**Appendix 3C**  
**SAMPLE CHILD FIND ANNOUNCEMENT**

*(To be placed on district/program letterhead)*

The \_\_\_\_\_ School District, in cooperation with parents and nonpublic school agencies, engages in Child Find services throughout the school year. Child Find activities are conducted (1) to create public awareness of special education programs, (2) to advise the public that students who qualify for services have the right to a free appropriate public education and confidentiality protections, and (3) to alert community residents that a process exists for identifying and serving children with disabilities from the age of 3 through the semester in which they turn 21.

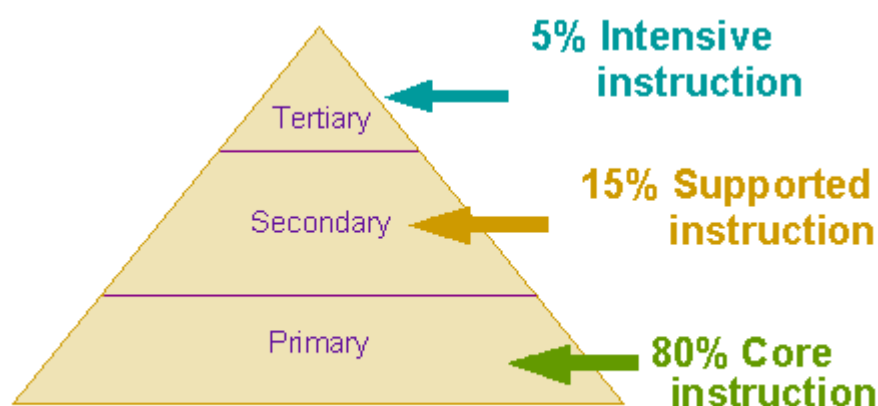
If you know of a child who is 3 through 21 years of age who may have individual needs that result from disabilities or developmental delays, and who is not enrolled in a school program, please contact \_\_\_\_\_ (name) \_\_\_\_\_, \_\_\_\_\_ (title) \_\_\_\_\_, \_\_\_\_\_ (phone number) \_\_\_\_\_, or the school district office at \_\_\_\_\_ (phone number) \_\_\_\_\_. These children may have difficulty walking, talking, hearing, or learning, or may display behaviors that appear different from other children their age.

If you are part of a community agency or civic group that would like more information about educating children with disabilities, or would like pamphlets to distribute to members, please call the school office or one of the above phone numbers.

### Appendix 3D

## THREE-TIERED PROBLEM SOLVING MODELS

Accommodations and instructional strategies such as those listed previously in this appendix, are a part of a problem solving model of school improvement. The three tiered model of instruction addresses all students and is also included in the Idaho Continuous Improvement Plan tool. In this model core curriculum meets the needs of most students. Students who need increased support are identified by problem solving teams and data-driven instruction is provided. Students requiring intensive instruction are frequently, but not always, identified by the special education referral to placement process. Please see the graphic below and explanation of the tiers.



**Tier 1:** The curriculum utilized within the school/classroom should bring most of the students to proficiency. This is curriculum used for all students

**Tier 2:** 15% of students need instruction that is supported by additional interventions. Districts identify specific strategies, materials and personnel to deliver supported instruction.

**Tier 3:** 5% of students need intensive instruction -- this could be for students that are performing two or more grade levels below or above. Districts identify research-based instructional strategies and materials, appropriate personnel, and outline the individualized education in a document.

The table below further illustrates the components of each tier.

	Tier I	Tier II	Tier III
Focus	For all students	For students identified with marked academic difficulties, and who have not responded to Tier I efforts	For students with marked difficulties disabilities and who have not responded adequately to Tier I and Tier II efforts
Program	Scientific research based curriculum and	Specialized, scientifically-based reading program(s)	Sustained, intensive, scientifically-based

	instruction		program(s).
Grouping	Large group with some grouping for interest of cooperative learning	Homogeneous small group instruction - differentiated	Homogeneous small group instruction
Time	Determined by district policy	Minimum of 30 minutes per day in small group in addition to 90 minutes of core instruction	In place of Tier 1 instruction Or continued additional time
Assessment	Benchmark assessment at beginning, middle and end of academic year. Program assessments.	Progress monitoring twice a month on target skill to ensure adequate progress and learning	Progress monitoring weekly on target skills to ensure adequate progress and learning
Interventionist	General education teacher	Personnel determined by the school (e.g., a classroom teacher, a specialized reading teacher, an external interventionist)	Personnel determined by the school (e.g., a classroom teacher, a specialized reading teacher, an external interventionist)
Setting	General education classroom.	Appropriate setting designated by the school; may be within or outside of the classroom Push in/Pull out programs	Appropriate setting designated by the school

### General Education and Early Intervening Services

Problem solving at Tier 2 is referred to in IDEA 2004 as “Early Intervening Services.” Early intervening services are services for students who need additional academic and behavioral support to succeed in the general education environment. One purpose of early intervening is to reduce the need to label children as disabled in order to address the learning and behavioral needs of such children. Another purpose is to reduce the over identification in special education of children from certain minority or ethnic groups. Early Intervening Services does not refer to preschool special education in this instance.

### Response to Intervention Used in Early Intervening Services

The problem solving model used at the early intervening stage may encompass the principles of Response to Intervention. This includes using research based scientifically validated interventions as much as is possible, monitoring student progress and using data to make decisions. Idaho has an RTI model and training is available through the State Department of Education. There are currently two focuses for RTI. One is system-wide implementation of the principles described above, and the other is specific to review existing data to determine whether a student has a learning disability.

### Three-Tier Model of Instructional Support

#### Academic Systems

##### Tier 3

Intensive, Individual Interventions

- Individual students
- Assessment based
- High intensity procedures
- Of longer duration

##### Tier 2

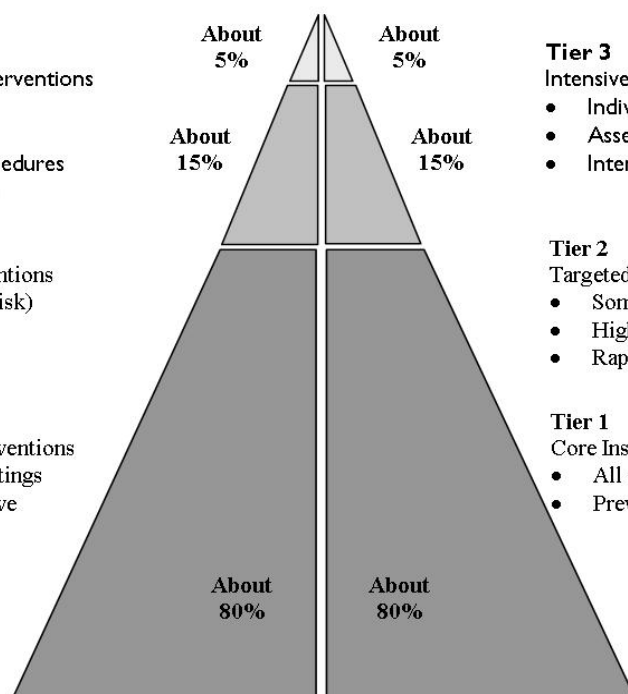
Targeted Group Interventions

- Some students (at risk)
- High efficiency
- Rapid Response

##### Tier 1

Core Instructional Interventions

- All students, all settings
- Preventive, proactive



#### Behavior Systems

##### Tier 3

Intensive, Individual Interventions

- Individual students
- Assessment based
- Intense, durable procedures

##### Tier 2

Targeted Group Interventions

- Some students (at risk)
- High efficiency
- Rapid Response

##### Tier 1

Core Instructional Interventions

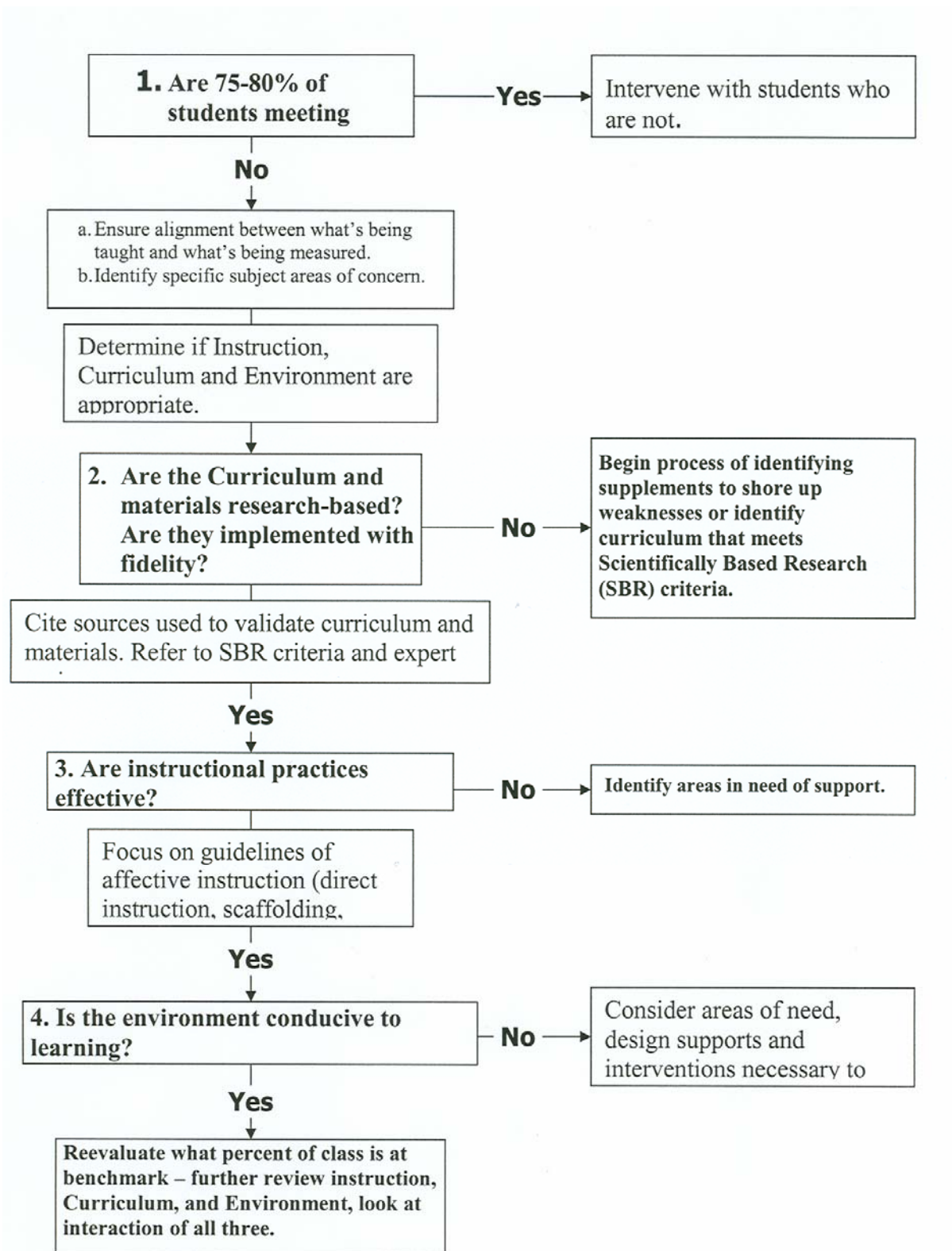
- All students, all settings
- Preventive, proactive

This three-tier model of service delivery can be used to describe a restructured system for efficient resource Deployment (e.g. Adelman & Taylor, 1998; Walker, et al., 1996; Sugai, Homer & Gresham 2002; Vaughn Gross Center for Reading Difficulties, 2005). The system incorporates increasing intensities of instruction that are provided to students in direct proportion to their individual needs. Embedded in each tier is a set of unique support structures or activities that help teachers implement research-based curriculum and instructional practices at levels of fidelity that are designed to improve student achievement.

Ongoing assessment of students' proficiency on critical academic and/or behavioral skills is an essential aspect of the system. Progress monitoring data are used to inform instruction at each tier and also to identify the appropriate level of service for each student in a timely fashion. In this way, the student's response to research-based interventions is used as basic data on which decisions are made. It is the responsibility of general education to identify strategies that produce substantial learning outcomes for all students.

Source: National Association of State Directors of Special Education (NASDSE), 2005. Response to Intervention: Policy Considerations and Implementation. Available at [www.nasdse.org](http://www.nasdse.org)

### Flow Chart for Evaluating Instruction, Curriculum and Environment





## Three-Tier Intervention Planning

Indicate what materials and practices are currently in place in your school. This review should help identify your strengths and areas of concern. Be sure to indicate if materials and practices vary within grade levels or teachers. Be honest.

Approximately 80% of your students (for example: proficient and advanced or at grade level on ISAT/IRI) will probably be successful with a well-designed base program with occasional support done independently.

15 – 20% (for example: basic or near grade level on ISAT/IRI) will need supplemental and strategic assistance built into the core program.

5 – 10% (for example: below basic or below grade level on ISAT/IRI) may need intensive assistance and a specialized program.

**Materials:** Effective schools use curriculum and materials that are grounded in scientific research. Core programs identify what all students should know and be able to do. Core curriculum and instruction emphasize critical knowledge, skills, and behaviors. If students have marked difficulties with the core material, then specialized or supplemental programs that emphasize, enhance and support the critical elements in the core are added to the core program. For students who have marked difficulties, a disability, limited English proficiency and who have not responded adequately to the core and supplemental efforts may need a research based program that emphasizes the critical elements of the content with a more systematic, direct instruction approach. This means an intensive, alternate program in place of the core or it also might mean the core plus a specialized intensive program that aligns with the core.

**Total Time:** In language arts, there are minimum time allotments. 90 minutes is recommended for K, First – third should have at least 2 – 2.5 hrs of instruction, and fourth – eighth grade with 2 hrs. The strategic level should include the core time plus an additional 30 minutes up to 1 hr, Finally, intensive instruction should include 3 hours of specialized instruction.

**Classroom Organization:** Instruction typically occurs with whole class for a portion and independent work time for 30 – 60 minutes daily. At the strategic level, instructional organization is the same as benchmark but the focus is on re-teaching, pre-teaching, and intervention materials during the added time. Students needing a specialized program may typically be provided instruction in a separate class or included during the additional intensive time as part of the core.

**Assessment:** In Idaho, regular assessments occur in grades K- 3 at least three times a year. The ISAT in grades 2 – 10 are given a minimum of 2 times a year but many districts assess 3 times a year. Some districts add district wide assessments on a regular schedule. Student receiving strategic support should be assessed every 3 – 6 weeks. Finally, if a student is receiving intensive support, weekly assessments to determine if the student is responding to the efforts is recommended.

**Professional Development and Support:** It is not good enough to just have a research based core program. If the program is not implemented well, then expected results will not occur. Professional training to implement the core program with fidelity is essential. For teachers who are using supplemental and intervention materials and need to differentiate instruction shall receive the special training that goes with the materials. Training is just as critical to implement a research based, specialized program as it is to implement a researched base core program. Remember, you won't see improved student results from researched based programs if they are not implemented as they were designed and tested.

**Additional Resources for Three-tier Model of Instruction and Interventions for problem-solving teams:**

<http://www.wested.org/nerrc/rti.htm>

<http://iris.peabody.vanderbilt.edu/onlinemodules.html> (under Differentiated Instruction, RTI parts 1 – 3)

<http://www.interventioncentral.org>  
Response to Intervention (RTI) Resources

Myths about RTI Implementation, NASDSE, May 2006  
<http://www.nasdse.org/documents/Rti%20Order%20Form.pdf>

National Research Center on Learning Disabilities  
<http://www.nrcld.org/index.shtml>

International Reading Association  
[http://www.reading.org/downloads/resources/IDEA\\_RTI\\_report.pdf](http://www.reading.org/downloads/resources/IDEA_RTI_report.pdf)

<http://www.nasponline.org/publications/cq325instruction.html>

Response to Intervention and Learning Disabilities: Gresham, VanDerHayden, Witt  
<http://www.joewitt.org/Downloads/Response%20to%20Intervention%20MS%20Gresham%20%20Vanderheyden%20Witt.pdf>

CYFS - The Nebraska Center on Children, Youth and Families  
<http://www.cyfs.unl.edu/response.html>

Schwab Learning: <http://www.schwablearning.org/articles.asp?r=1057&g=1>

Wrightslaw: Response to Intervention & Links  
<http://www.wrightslaw.com/info/rti.index.htm>

Sources about Response to Intervention, John Wills Lloyd, Ph. D.  
[http://www.vcase.org/Pieces/F05/RTI\\_Passout.pdf](http://www.vcase.org/Pieces/F05/RTI_Passout.pdf)

The Access Center: Improving Outcomes for All Students K-8  
[www.k8accesscenter.org/training\\_resources/FrameworkFinal.asp](http://www.k8accesscenter.org/training_resources/FrameworkFinal.asp)